

# THE USE OF COLLABORATIVE STRATEGIC READING (CSR) IN ENGLISH READING COMPREHENSION CLASS: A STUDY AMONG UNDERGRADUATE STUDENTS IN ACEH

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## ABSTRACT


Some students consider that reading comprehension is still one of the most challenging subjects in English. Others find topics covered while reading English books to be uninteresting. Teachers attempt to address these issues by utilizing a variety of strategies that boost students' reading comprehension abilities. Collaborative Strategic Reading (CSR) is one strategy used to help solve these issues. This study investigated the use of CRS in reading comprehension among undergraduate students. The study was carried out at English Language Education Department of Universitas Islam Negeri (UIN) Ar-Raniry Banda Aceh. This study used quantitative research method namely pre-experimental research design in which the class chosen was only one class consisting of 32 students and given the pre-test, teaching presentation, and post-test. The treatment was the CSR as the method during four times meetings in reading comprehension class. The mean score of the pre-test was 62.1 while, the mean score of the post-test was 77.3. The study concluded that the CRS strategy had a positive impact to the students' reading comprehension as seen from the increase of test scores. The use of CSR is therefore useful in teaching reading for students at the university level.

**KEYWORDS:** *Collaborative Strategic Reading, Reading Comprehension.*

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## INTRODUCTION

Many people find reading to be an enjoyable, inspired, and intimate pastime where they can completely be absorbed in reading and experience immense pleasure (Alderson, 2000). Reading constitutes a process and a product, involving interaction between the readers and the texts, including how the readers understand the texts' language, what the readers consider as they read, and how they evaluate what they have read (Alderson, 2000). The skill that teachers anticipate their students will acquire when learning a foreign language is the ability to read (Brown, 2004). Simply stated,



reading from a range of sources will help the reader expand their knowledge and information. However, it takes time and effort to learn to read. It takes a lot of effort to absorb written texts; thus, it is crucial to understand how readers derive meaning from texts in order to understand what they entail (Bruggink et al., 2022). Therefore, for those that place a high value on reading, doing so is essential if they want to learn a lot. They can also quickly understand concepts, claims, and inference in texts. Contrarily, for those who dislike reading, it becomes a difficult leisure activity. These people frequently struggle not only with learning new words, but also with determining the text's intended meaning. The more challenging the text is, the less interested they are in reading it. People who object to reading will find it challenging to establish good reading habits, which will make it hard for them to hone their skills and succeed in the educational environment (West & Chew, 2014).

A preliminary observation showed that students at university encounter some considerable challenges when learning English as a foreign language. Some of the problems in the classroom included difficult to understand English reading materials, uninterested in the topics provided in English texts, and unattractive learning strategies in reading (Nisa et al., 2020). Teachers have implemented a variety of strategies to enhance student comprehension to address these issues. One method often used to help this problem is Collaborative Strategic Reading (CSR).

Several studies have been done related to reading strategies. One of them is a study by Rosalina (2014) concerning the influence of CSR method in Tangerang, which investigated empirical evidence of the impact of employing the CSR on students' achievement in reading and understanding narrative texts. The findings revealed that the experimental class, which received collaborative strategic reading, had improved their reading comprehension in terms of understanding narrative texts. Sawitri and Rianto (2019) conducted research on a similar issue. The findings indicated that there was a substantial difference between the experimental class and the control class in terms of student performance. The students in the experimental class significantly improved their reading after having the CSR technique. Indra et al. (2015) also conducted another similar study on the CSR method. This study employed classroom action research to demonstrate how the collaborative strategic reading method was implemented in the teaching of reading comprehension. The findings of this study showed that students had improved their reading based on the post-test scores, which passed the standard passing scores.

In light of above discussions, this study attempted to investigate the implementation of CSR method applied in reading comprehension class. This study aimed to figure out

the use of CSR in improving the students' reading comprehension in a public university in Aceh Province, Indonesia.


LITERATURE REVIEW  
*READING COMPREHENSION*

According to Grabe and Stoller (2002), reading is the capacity to deduce information from the written text and interpret it effectively; in this example, understanding the meaning of a phrase entails learning several concepts from the text. Reading is interacting with written language that has been encoded. Comprehension should result from interacting with written language. An individual's interactions with his surroundings have a direct impact on reading because it represents a dynamic and constant activity (Heilman et al., 2002). Reading involves an interaction between the readers and the texts, including how the readers understand the words in the texts, what the readers think as they read, and how they evaluate what they have read (Alderson, 2000).

Two skills are necessary to comprehend written texts: the capacity to read what is written on the page and the capacity to comprehend what is meant (Davis, 2006). Hence, language comprehension and word recognition are two pivotal elements for students to be skilled readers (Murray, 2016). The primary goal of reading is to gain understanding. Without comprehension or interpretation of the text, the process of reading is not complete. Stoodt (1981) states that students' reading proficiency is measured by their comprehension of the reading subject content. Comprehension connects the three elements required for successful reading: competence, reading techniques, and adequate understanding (Sukirah, 2000).

According to Grabe and Stoller (2002), the capacity to comprehend or acquire knowledge from a text is known as reading comprehension. Otto et al. (1979) note that the following variables influence the way we understand written content: Direct experience with people, things, and places; the ability to listen by comprehending the story being read, the ongoing development of our language's syntactic and semantic features, the development of spoken language from these language features, and the development of spoken language from real objects, experiences, and images.

Nuttall (1982) mentions five components of reading comprehension that learners are required to grasp in order to fully comprehend the content of the text, such as organizing thoughts, seeking out details, drawing conclusions, locating references, and comprehending the meaning of words or in-depth information.



Bottom-up, top-down, and interactive are three main types of reading process (Brown, 2001). Gregory (2008) also argues that readers understand from the simplest to the most significant unit in a bottom-up manner. As the foundation for the majority of knowledge, the reader starts to process sound words. The process of identifying begins with the sound word, the smallest unit of meaning, and moves up to the greatest; it is based on both knowledge of the world and linguistic structural information. Bottom-up and top-down processes are combined in interactive processes. The majority of readers employ a bottom-up procedure in this phase, recognizing the sound word first to serve as the foundation for understanding the larger component; but, where appropriate, input from the top-down process will be utilized (Brown, 2004). They are distinguishing between grapheme and orthographic patterns typical of English; storing in short-term memory language fragments of various lengths; processing written material sufficiently quickly for the task; understanding word meanings and word order patterns, as well as their relevance; identifying elliptical shapes, grammatical class terms (nouns, verbs, etc.), systems (such as tense, agreement, and plural), patterns, and rules.

Reading comprehension is the result of the interaction between the text and the reader (Perfetti & Stafura, 2014). The text affects the literacy skills in terms of how the writer creates the text. Klingner and Vaughn (1998) state that there are several variables in the basic skills of readers that trigger reading comprehension difficulties such as fluency, mastery of vocabulary, and knowledge of the world. Brown argued that the readers' understanding of both the context and framework of the text has an impact on how reading is perceived. The readers possess the structure as well as the historical specifics, which reflect human experiences all over the globe. They are connected with different cultures, fields of study, and languages (Brown, 2001). Every reader has unique prior knowledge and schema, and so, each reader will perceive the content of the text differently (Pang et al., 2003).

According to Harmer (2015), there are six ideas that a language instructor should take into account when teaching reading. Those are as follows:

- a. The teacher needs to be aware that reading is not a passive skill.
- b. The teacher is responsible for ensuring that the students are enthusiastic about the reading material.
- c. In referring to the content of a learning task, the teacher needs to inspire the students, not only to the words used in the text.
- d. The teacher should give an example of how prediction plays a significant role in reading.
- e. The teacher has to match the assignments to the subject.
- f. A teacher should take full advantage of reading texts.


### *CSR IN READING COMPREHENSION*

Klingner and Vaughn (1998) discovered and developed Collaborative Strategic Reading (CSR) as a model instructional strategy for teaching students to understand and develop their lexicon as well as cooperate with one another. This implies that CSR is a strategy that can enhance the awareness of reading by students, so during reading exercises, students' vocabulary increases as well as their teamwork abilities. Through the incorporation of cooperative learning and modified reciprocal teaching, Klingner and Vaughn (1998) created CSR. CSR has changed throughout time as a result of numerous researches. Bremer et al. (2002) state that CSR is structured to resolve the three previously prevailing educational issues: addressing the learning needs of an increasingly diverse student population, particularly English language learners and students with impairments in learning; providing an educational task that improves reading comprehension and students' understanding of the text; and establishing processes and stages that support peer-mediated instruction.

Moreover, CSR is a comprehension analytical practice that, according to Bremer et al., (2002), combines adapted reciprocal learning with teamwork. In this regard, the term reciprocal teaching refers to a collaborative effort between teachers and students to anticipate, explain, question, summarize, and read material. This indicates that a variety of approaches are used to create the activity known as Collaborative Strategic Reading (CSR). Initially, the instructor introduces the techniques to the entire class. The concept involves students working in a cooperative community and implementing four reading techniques: (a) preview the text or glimpse (before reading), (b) click and clunk (fix-it strategies while reading), (c) obtain the essence or primary points (during reading), and (d) summarizing and questioning strategies (after reading).

Klingner and Vaughn (1998) describe that the students use four comprehension techniques in collaborative groups, namely: preview, in which learners reflect on what they have previously learned about the topic beforehand and predict what the text is about; "Click & Clunk"; a reading comprehension strategy in which students identify "clunky" or difficult phrases and concepts in the text and apply fix-up strategies when necessary; When reading, students can use "Get the Gist" to resume reading the most applicable idea in a particular part of the text; Wrap-up, in which students generate questions that a teacher may post on an assessment task and draw up a conclusion about what they have learned after reading.

During collaborative strategic reading, students are separated into smaller teams of 4-6 students, and each group does a different task. The CSR strategy is crucial because cooperative learning appears to perform best when each group member is given a



significant task to complete. In CSR, which requires group learning, students are then assigned an assignment. Both students take an active role in collaborative strategic reading, and because group members can identify collaborative strategic reading in the text, anyone can join in. Teachers' responsibilities in collaborative strategic reading are to link each group, identify clunkers, and offer guidance.

By supporting students to improve their skills and maximizing their effort to the development of reading comprehension, CSR aims to promote reading comprehension and expand the students' integrated understanding of important concepts through strategies that maximize their involvement (Abidin & Riswanto, 2012). Additionally, Abidin and Riswanto (2012) list the following advantages of CSR: fostering academic achievement, improving retention rates, improving the learner's contentment with their involvement in learning, assisting students in improving their verbal communication abilities, fostering their interpersonal abilities, fostering their confidence, and stimulating good inter-racial relationships. Furthermore, CSR teaches readers how to employ strategies in a metacognitive manner in addition to teaching them the cognitive process (top down and bottom up). CSR encourages students to collaborate in small groups so they can have the chance to share ideas and develop their social skills while working towards shared academic objectives.


CSR utilizes techniques that enhance university students' involvement in an effort to improve reading comprehension and broaden conceptual understanding. In other words, CSR strives to support students in learning new skills, maximize their contributions to the development of reading comprehension, and work to improve the reading comprehension of students who experience learning hurdles or who are at risk of having difficulties with reading (Abidin & Riswanto, 2012). By stimulating their curiosity in the reading, studying, and other tasks conducted in everyday school settings, also helps students improve their reading comprehension. Students can, moreover, study details (preview), check their understanding (click and clunk), locate the key idea (get the gist), come up with questions, and review the primary idea (wrap up) (Klingner & Vaughn (1998).

When using CSR, teachers should stick to certain guidelines just as they would with approaches that are more conventional. This phase introduces students to four techniques: preview, click and clunk, get the gist, and wrap up. Only utilize the preview after reading the complete lecture text, meanwhile, the wrap-up is utilized only after reading the complete course text. When reading the material, click and clunk and get the essence are employed numerous times after every paragraph or two (Klingner & Vaughn, 1998).

**TABLE 1.** CSR teaching steps (Klingner & Vaughn, 1998)

Step		Activity
Preview (What do we already know about the subject?)	Before Reading	<p>The preview is the first strategy to do in CSR that students review the entire passage before they read each section and make predictions about what that section will contain.</p> <ol style="list-style-type: none"> <li>1) Brainstorm</li> <li>2) Predict: When we read the passage, what do we think we will learn about the subject?</li> <li>3) Read (the first passage or section) on reading.</li> </ol>
The Click and Clunk	While reading	<p>The Click and Clunk technique should be completed while studying each part of the section. Here students attempt comprehension by identifying clunks, or finding new or difficult words that they did not understand in the passage.</p> <ol style="list-style-type: none"> <li>1) Were there any elements we considered difficult to grasp (clunks)?</li> <li>2) How are we able to repair the clunks? Using methods of fix-up           <ul style="list-style-type: none"> <li>• Read the phrase and look for key ideas to help you understand the expression.</li> <li>• Read the phrase with the clunk and the phrase for hints before or after the clunk.</li> </ul> </li> <li>3) Search for a suffix prefix in the terms.</li> <li>4) Break the word aside and check for smaller words.</li> </ol>
Get the Gist	During reading	<p>This is step makes students restate the result of their analysis of the most important ideas in paragraph or a section.</p> <ol style="list-style-type: none"> <li>1) What is the most important person, place, or thing?</li> <li>2) What is the most important idea about the person, place, or thing?</li> <li>3) Then do steps 2 and 3 again, with all the paragraphs or section in the passage after reading.</li> </ol>
Wrap up	After reading	<p>Wrap up strategy will be carried out after reading where the students summarize what they have learned from the text and make questions. In this case, students can generate 5W and 1H questions (who, what, where, why and how) to assist them to see their reading comprehension.</p> <ol style="list-style-type: none"> <li>1) Ask questions: what they understand on the important information</li> <li>2) What are the answers to those questions?</li> </ol>





Klingner and Vaughn (1998) outline some challenges when applying CSR, such as the need for a lot of time spent instructing students and the time that can be dismissed in discussions about who would play what role; the need for teachers to participate in an "intensive collaborative professional development programming class" in order to conduct CSR; CSR instruction in the area of reading materials may require more attention than other foreign language courses, due to the possibility that teachers in bilingual classes may not be fluent in English; and the use of two instructional languages in the classroom; and the fact that CSR must be taught as a collaborative teaching team. According to Bremer et al. (2002), CSR can be implemented in two stages: (a) teaching the technique and (b) cooperative group learning.

### *1. Teaching the Technique*

The four CSR teaching methodologies, according to Klingner and Vaughn (1998), are as follows: First, Preview; the first CSR strategy is the preview when students read the complete text before reviewing every section and predicting on what will be in it. The second method is "Click and Clunk"; each sectional component must be finalized while using the "Click and Clunk" method. In this section, pupils aim to understand the text by pointing out errors or locating unfamiliar or challenging words that they failed to comprehend in the section. The third step is "Get the Gist"; this method requires students to summarize the findings of their analysis of the key concepts in a paragraph or section. Finally, "Wrap up"; after reading the text completely, pupils will use a wrap-up technique in which they will summarize and query what they obtained from the book. To help them in determining their level of reading comprehension in this situation, students can come up with 5W and 1H questions (who, what, when, where, why, and how).

### *2. Cooperative Group Learning*

According to Abidin (2012), there are a variety of functions provided by implementing CSR: it aims to improve reading comprehension and broaden understanding of concepts using strategies that enhance student participation, which involves supporting their growth as individuals and maximizing their contributions to the advancement of reading comprehension. Furthermore, CSR aims to improve the reading comprehension of pupils who suffer from learning issues or who are at risk of doing so.

The following are examples of possible roles: 1) Leader, who instructs the group on what to look at next and how to proceed; 2) Clunk Expert: using a clunk card to remind the team of the procedures to take while attempting to interpret their clunk; 3) Gist Expert: assisting the team in gaining the gist and assesses that the gist contains the most important ideas while omitting superfluous information; 4) Announcer; inviting



team members to learn more about a part or to offer suggestions. Encourage everyone in the group to participate and help one another by providing feedback. 6) Timekeeper: establishing a time for each CSR segment.

## RESEARCH METHODS


This study implemented a quantitative research method, specifically a pre-experimental research design in which the class selected only one class consisting of 32 students. The students had treatment of the CSR method in four meetings during class. Prior to the treatment, they received the pre-test, and after the treatment, they had post-test in reading. The author analyzed the students' pre-test and post-test scores to find out the improvement of the CSR in reading comprehension class.

## RESULTS AND DISCUSSIONS

Before completing the teaching treatment, a pre-test was conducted in order to be informed on the students' reading comprehension. Teaching treatment was held for up to three meetings. During the teaching treatment, the students were divided into 4-5 small groups, in which the peers would be different for each meeting. This was done to help the students become independent even if they were working in groups and to prevent them from assigning a specific task to only certain members of the group. After completing the teaching treatment, the post-test was distributed to the students. The results of the scores can be seen in the following table 2.

**TABLE 2.** Students' pre-test and post-test scores

No	Pre-test	Post-Test
1	70	88
2	70	80
3	70	88
4	70	85
5	70	88
6	67	80
7	44	70
8	67	68
9	70	80
10	70	88
11	68	80
12	57	60
13	63	65
14	70	75
15	63	65
16	70	85
17	70	90
18	68	75
19	68	68



20	65	70
21	70	90
22	72	85
23	30	68
24	68	80
25	70	85
26	60	83
27	68	83
28	70	90
29	70	90
30	70	88
31	70	90
32	54	60
Mean	62.1	77.3

The table 2 shows the students' abilities in reading comprehension. The pre-test column shows the students' ability before applying the CSR, and the post-test column shows the students' ability after applying the CSR. The highest score for the pre-test was 70, and the lowest was 30. The range (R) of the pre-test was 40, the interval (K) of the pre-test was 6, and the class interval (P) of the pre-test was 7. Meanwhile, the mean value of the pre-test was 62.1 and the standard deviation of the pre-test was 12.01.

For the post-test, the highest score was 90 and the lowest was 60. The range (R) of the post-test was 30, the interval (K) of the post-test was 6, and the class interval (P) of the post-test was 5. Meanwhile, the mean value of the post-test was 77.3 and the standard deviation of the post-test was 19.01. These results showed that the mean score of the post-test was higher than the pre-test.

The findings indicated that the CSR strategy had a positive impact on the students' reading comprehension. The results here corresponded with those in the studies conducted by Aini (2018), Anike (2014), Sawitri and Rianto (2019), and Indra et al. (2015) which found that the CSR had helped improving the students' reading comprehension ability.


## CONCLUSIONS

To conclude, the CSR can be said to help increase the students' reading skills in English. Additionally, some important points can be drawn as follows: Firstly, CSR is an interesting and suitable reading strategy for students. Secondly, CSR can help students organize their reading. Thirdly, students can overcome their difficulties better when they work in groups. In addition, there are some significant suggestions to consider. Firstly, it is important for the teacher to introduce various reading strategies to the

students. Secondly, it needs the students' awareness to keep reading a lot to add their own background knowledge about any topic.

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